DOCUMENT RESUME

ED 100 939 95 SP 008 870

AUTHOR Borgers, Sherry B., Comp.; Ward, G. Robert, Comp.
TITLE Communication: Nonverbal. Affective 5.0.
INSTITUTION Houston Univ., Tex. Coll. of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
NOTE 7p.; For related documents, see SP 008 803-806, 867-869, 871-875

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Affective Behavior; Affective Objectives; Communication (Thought Transfer); *Communication Skills; *Learning Activities; *Nonverbal Communication; *Performance Based Teacher Education; Performance Criteria; Performance Specifications; Teacher Behavior; *Teacher Education
IDENTIFIERS *Learning Modules

ABSTRACT

This exploratory module is designed to provide practice in nonverbal communication. Activities permit the student to communicate messages nonverbally and also to observe the nonverbal messages of a discussion group participant. Questions for group discussion concerning nonverbal communication are indicated. (MJM)

ED 100939

BEST COPY AVAILABLE

EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 52
FOR INSPECTION ONLY

AFFECTIVE

5.0

Communication: Nonverbal

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Compiled by:

Sherry B. Borgers

G. Robert Ward

University of Houston

SP018 870

AFFECTIVE 5

I. IDENTIFIERS:

A. Module Name:

Communication: Nonverbal

B. Compiled by:

Sherry B. Borgers

G. Robert Ward

C. Area:

Affective

D. Number:

5

II. PROSPECTUS:

A. Rationale:

Communication is much more than the spoken word. When you clap your hands or wave to a friend, you are communicating. It has been estimated that in a normal conversation between two persons, sixty-five percent of the social meaning of the situation is communicated nonverbally (McCroskey, Larson, and Knapp* , 1971). If you are to communicate effectively with other persons; therefore, you must be concerned with nonverbal messages as well as verbal messages.

---

*McCroskey, J.C., Larson, C.E., and Knapp, M.L. Introduction to Interpersonal Communication. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

B. Purpose:

This module is designed to provide practice in nonverbal communication.

C. Overview of Module:

1. Take IPPT, Form AA.
2. Form Group of 16-20 persons and set time for a seminar and participate in the following activities:
   a. Sending Messages,
   b. The Fishbowl, and
   c. The Discussion.
3. Take IPPT, Form AC; submit scores for Form AA and Form AC to instructor.

D. Terminal Objective:

This module is exploratory in nature. Upon completion of this module, you will have had an opportunity to improve your skills in recognizing, expressing, and responding to nonverbal cues.

E. How to Complete Module:

You will take Form AA of the IPPT individually. Then you will form a group (16-20 persons) and participate in the activities. Finally you will take Form AC of the IPPT individually.

III. PREREQUISITE:

You must have either completed Teaching I, 10.0 or demonstrated the skills in that module.

IV. ENABLING OBJECTIVES:

None

V. PRE-ASSESSMENT:

None

VI. ACTIVITIES:

A. General Instructions:

These activities may be used or misused. For this module to be worthwhile, you must be willing to invest yourself.

> If you have questions, if you have concerns, or if a particular task seems to be difficult for you, please contact the instructor. Remember to complete the module as honestly as possible so that you can gain the maximum benefit from the suggested activities.

B. Specific Activities:

5.1 Take Form AA of the IPPT. Score it and make a note of your score. The IPPT may be obtained in the CBTE office.

5.2 Form a group of 16-20 persons. Contact the instructor and set a time for a 90 minute seminar. Attend the seminar and participate in the following activities:

a. Sending Messages:

The instructor will pass out a card to each group member. These cards contain a message which you are to communicate non-verbally.

Read your card and decide how you will communicate this message. Do not allow other group members to see your card.

Choose someone in the group and communicate your message to this person without speaking. The person with whom you communicated then tells the group what he thinks the message is.

If he is not correct the group may attempt to decide what the message is. The group also gives feedback concerning the manner in which you communicated the message. Do this until everyone has had an opportunity to communicate his message.

b. The Fishbowl:

You will be divided into two groups. Form an inner circle or discussion group and an outer circle or group of observers.

Each person in the inner circle will be given a card. Some cards will be blank, and others will have directions. If your card is blank, do nothing but participate in the discussion. If your card has directions, follow them.

Ask a member of the outer circle to observe you during this discussion. Ask him to look for nonverbal cues.

If you are in the inner circle, discuss the following subject for ten minutes: The CBTE Program, Strengths and Weaknesses. If you are in the outer circle, observe your partner.

When the discussion is finished, members of the discussion group will receive feedback from their partners. Feedback should center around the nonverbal cues.

The groups now change places, and the discussion group becomes the observers. After the cards have been given, repeat the process. The subject for discussion is: The most important

characteristic for a teacher is self-confidence.

c. The Discussion:

The group leader will now lead a discussion about nonverbal communication. He will ask you to consider nonverbal communication in relation to you and in relation to teaching. Are you aware that you communicate nonverbally? Is nonverbal communication difficult for you? If so, why? Are you aware of the nonverbal communication of others? How will your nonverbal communication as a teacher affect pupils? How will the nonverbal communication of pupils affect you?

VII. POST-ASSESSMENT:

Take Form AC of the IPPT. Score it. Submit your scores for both Form AA and Form AC to the seminar instructor. He will inform you whether you have satisfactorily completed the module or whether you need to do additional activities.